

VOLUME XXII

NUMBER 8

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING
RICHMOND, DECEMBER 28, 29

UNIVERSITY OF ARIZONA

THE YOUNG INSTRUCTOR AND
THE DEPRESSION

ANNUAL INDEX

DECEMBER · 1936

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may be found by consulting the EDUCATION INDEX.

EDITORIAL NOTE

On the Annual Meeting program it will be noted that provision has been made for a fourth session on Tuesday afternoon. The program is framed with a view to reconciling the somewhat conflicting needs of economy of time and of adequate discussion. It seems also important not to have too much overlapping of programs with the Modern Language Association with which we meet. Accordingly, the fourth session is planned as a round table discussion rather than for the transaction of essential business, with the hope that it may be none the less profitable for those who are able to participate in it.

To the Committee Notes and Reports a word may be added in regard to the case of Professor Jerome Davis of Yale University. Some of the essential facts were brought to the attention of the Washington Office by friends of Professor Davis early in the summer with the specific request that the information be considered confidential until early fall. In the meantime President Carlson of this Association, after correspondence with President Angell, has spent a day in New Haven where he was informed that the statement by Professors Beard, Douglas, Ross, and Warne, previously sent us, had already been set up in type for the November 18 issue of the *New Republic*. Such publication tends in general to preclude any amicable adjustment which the Association might otherwise be able to accomplish. An investigation has now been authorized, and the committee for this purpose has been appointed. Since many of the facts of the situation are already in print, what seems to be necessary and desirable now is not only a verification of the essential facts but a careful review, judicial in nature, of the history of the case, including the activities of other organizations and individuals, for the information of our members.

In connection with the report of the Committee to Nominate Officers it may be noted that the delay in appointment referred to connects itself with the fact that during the brief period since the system of ballots was inaugurated it had seemed useless for the Nominating Committee to begin its work until ballots sent out with the January bills had come in. The provision of the By-Law quoted in the report seems by implication a bit self-contradictory since the President can hardly act promptly *after* the Annual Meeting, unless the "advice and consent" of the Council are obtained by the inadequate method of a letter ballot.

The more prominent position of the section on Chapter Activities in the present issue emphasizes the significance of the work of our chapters, which is steadily expanding in scope and influence.

NOTES AND ANNOUNCEMENTS

ANNUAL MEETING

The 1936 Annual Meeting will be held December 28 and 29 in Richmond, Virginia, in connection with the meetings of the Modern Language Association. Headquarters will be at the Jefferson Hotel.

Local Committee: Robert F. McCrackan, *Chairman*, Medical College of Virginia; J. W. Bailey, University of Richmond; E. C. L. Miller, Medical College of Virginia.

Stenographic Reports: Condensed stenographic reports of the Annual Meeting will be available about February 1, at \$5.00 each, provided twenty copies are applied for in advance. Delegates may also leave orders at the time of the meeting at the Registration Desk.

PROGRAM

Sunday, December 27, 1936

2:00 P. M. Council Meeting.
7:00 P. M. Council Meeting.

Monday, December 28, 1936

9:00 A. M. Registration of delegates and members.
10:00 A. M. *First Session.*
Appointment of Committee on Resolutions.
Proposals from Chapters.
Report of Committee on Organization and Conduct of Local Chapters, Professor G. H. Ryden, *Chairman*, University of Delaware.
Report of Committee on Organization and Policy, Professor W. W. Cook, *Chairman*, Northwestern University.
1:00 P. M. Luncheon.
Welcome by Dr. Frederic W. Boatwright, *President*, University of Richmond.
Address by Professor Carleton Brown, New York University; *President*, Modern Language Association.
2:30 P. M. *Second Session.*
Report of Committee on Effect of Depression and Recovery on Higher Education, Professor F. K. Richtmyer, *Chairman*, Cornell University; Professor M. M. Willey, *Director of Studies*, University of Minnesota.
Report of Committee on Place and Function of Faculties in University and College Government, Professor G. H. Sabine, *Chairman*, Cornell University.

7:00 P. M. Formal Dinner.

Address, "Freedom, Peace, and the Teacher," by Dr. S. P.

Duggan, *Director*, Institute of International Education.

Address "Privileges and Immunities," by Dr. Samuel P.

Capen, *Chancellor*, University of Buffalo.

Tuesday, December 29, 1936

9:30 A. M. *Third Session.*

Report of Committee on Academic Freedom and Tenure,

Professor Carl Wittke, *Chairman*, Ohio State University.

Report of Committee on Freedom of Speech, Professor

A. J. Carlson, *Chairman*, University of Chicago; Pro-

fessor A. O. Lovejoy, Johns Hopkins University.

Reports of Officers, Council, and other Committees.

Report of Committee to Nominate Officers and Election
of Officers.

Unfinished and Miscellaneous Business.

1:00 P. M. Luncheon.

Address by Dr. John Stewart Bryan, *President*, College of
William and Mary.

2:30 P. M. *Fourth Session.*

An Open Forum on Association Problems.

4:00 P. M. Council Meeting.

NOTES FROM THE WASHINGTON OFFICE

Chapters and members in states in which legislatures are to consider loyalty oath legislation during the next months are invited to correspond at once with the General Secretary or directly with members of Committee B. Particular attention is called to recent addresses by official representatives of the American Legion emphasizing the fundamental importance of freedom of speech. Extracts are to be published in the January *Bulletin*.

A copy of the Record of the October Council meeting has been sent to chapter officers and chairmen of committees with a request that the latter submit a statement of plans for 1937 and indicate appropriate changes in the personnel of their committees for publication in the January *Bulletin*. Members of Committee E have received copies of the Council Record and summaries of replies to the October Chapter Letter.

Chapter officers have been requested to send in subjects for consideration at the Annual Meeting either by the Association or by the Council. A list of such proposed subjects will be circulated to chapters in December.

Chapter Letter No. 7, dated November 23, invites the attention of chapters to the proposed constitutional amendments published in the

November *Bulletin* and reminds chapter officers of the opportunity for chapter subscriptions for the *Bulletin* to be sent administrative officers or trustees at a special rate of \$1.00 per year.

It is now planned to send chapter officers from time to time special summaries of replies to Chapter Letters containing reports of current chapter activities. These summaries, which will be more extensive than the condensed reports published frequently in the *Bulletin* should be both interesting and helpful to all members of the Association.

The plan for this academic year is to send out four regular Chapter Letters with supplements from time to time. The next regular Chapter Letter will be issued about February 1.

CHAPTER ACTIVITIES

The following are derived from replies to Chapter Letter No. 6, which was reprinted in the November, 1936, *Bulletin*:

Agnes Scott College.—For the current year two meetings each quarter have been planned. Last year at each of the eight meetings department heads or associate professors discussed problems of special concern to each department.

University of Alabama.—A chapter committee on insurance has worked out a plan for faculty group insurance which has been presented to the trustees of the institution.

Baldwin-Wallace College.—The program for chapter meetings this year includes two special meetings each semester at which representatives of different departments will present a paper regarding new developments in the particular field in question. It is hoped that such surveys will promote interest in current scholarly activities in the various subjects.

Berea College.—The local chapter has planned a series of meetings to discuss current trends in education, especially those concerned with general education, junior colleges, and objective testing. The chapter is also sponsoring a series of six lectures by its members on appropriate scholarly subjects of research. As announced in a printed leaflet, the public is invited to these lectures, and the chapter has also extended invitations to faculty members at nearby institutions to be present.

Bucknell University.—The first meeting of the chapter this year was particularly successful with an attendance of 58, including a large number of guests. Professor Frank A. Sprague spoke on his experiences in Spain during the past summer. The next chapter meeting will be a joint discussion of campus problems by faculty members and representative students in the hope that this may lead to promising cooperative

activities. Plans are being considered for joint meetings with nearby chapters.

University of Florida.—On invitation of the President of the University the local chapter presented a program at the University General Assembly on October 5. Three papers were read by chapter members on subjects related to the purposes and ideals of the Association. Active committees of the chapter have been appointed or will be appointed on Library, Ethics, Retirement and Pension Systems, Tenure, Faculty Health Service, Research, and University Publications. A joint meeting is being planned with the Florida State College for Women chapter to be held in December or January at Gainesville.

Franklin and Marshall College.—In cooperation with the administration the chapter is sponsoring again this year a "college of the air" program which consists of round table discussions by two or three faculty members. Thirteen of these broadcasts have already been arranged, extending from October to April. A dinner meeting has been arranged for November 3 and the possibility of a joint meeting with groups in nearby colleges is being considered.

Southern Illinois State Normal University.—The chapter will continue last year's plan of holding monthly dinner meetings. It is planning also to invite as speakers laymen in the region interested in freedom of speech and to aid in the formation of chapters at other teachers' colleges in the state.

Kansas State College (of Agriculture and Applied Science).—Following the regional meeting of the chapter in October, there is being planned a joint session with the University of Kansas chapter in the near future and also a public evening meeting this month. The membership of the chapter has more than doubled since last April.

Southeast Missouri State Teachers College.—The chapter is making a concerted effort to impress the voters of the importance of amending the state constitution, permitting the passage of a teachers' retirement law.

University of New Mexico.—At a meeting of the chapter on October 5, recommendations affecting the general policies of the University were adopted, and a committee was appointed to present these to the University Senate. It is planned to follow this procedure throughout the year.

Northern Normal and Industrial School (South Dakota).—All the members of the local chapter are on committees engaged on problems of educational investigation such as questions of accrediting, general policies of the college, provisions for superior students, and teachers' retirement funds. Reports of these committees form the nucleus of discussion at the monthly chapter meetings.

ASSOCIATION OF AMERICAN COLLEGES

In the November issue of the Bulletin of the Association, announcement is made of the Twenty-Third Annual Meeting in Washington, January 14-15; the general subject of discussion will be "Contributions to Liberal Education in the Colleges." Among the speakers will be President Conant of Harvard, Dr. Harold G. Moulton of The Brookings Institution, Professors C. H. Judd and A. J. Carlson of the University of Chicago, and Professor W. E. Hocking of Harvard.

Regional conferences under the auspices of the Association were held in October at Millsaps College, Jackson, Mississippi, at St. Mary's College of Notre Dame, South Bend, Indiana, and at Colorado College, Colorado Springs, Colorado.

Two sections in the Bulletin, on the College and the Theater in Alliance and Education for Home-Building, respectively, comprise varied reports and discussions. In the former are given summary figures relating to instruction in the drama in higher institutions. "Commencement Customs and Traditions" by Ruth E. Anderson is an interesting survey of this subject. A discussion of the Association's new concert project includes itineraries by the various artists engaged; 38 bookings have been made, representing 23 colleges in 15 states.

In a list of 41 recently elected presidents of colleges, 7 are members of our own Association.

ENGINEERS' COUNCIL FOR PROFESSIONAL DEVELOPMENT

Certain plans of the Council will be of interest in connection with the operations of other accrediting agencies, notably the recent program of the North Central Association. Organized in 1932 for the purpose of improving the status of the engineering profession, the Council has set up a Committee on Engineering Schools, as one of the four major divisions of its activities, to formulate criteria for colleges of engineering which will insure to their graduates sound educational background for practicing the engineering profession. The specific duty assigned to the Committee is the inspection of engineering colleges with a view to the accrediting of curricula offered by them. The Committee's recent report, published in the *Journal of Engineering Education* for October, and in other periodicals, listed accredited curricula offered by colleges in two of the seven districts into which the country has been divided for purposes of inspection. Curricula are accredited on the basis of both qualitative and quantitative criteria; the former through visits of inspection, the latter through published data and questionnaires. Qualitative criteria are listed as follows:

- I. Qualifications, experience, intellectual interests, attainments, and professional productivity of members of the faculty.
- II. Standards and quality of instruction.
 - (a) In the engineering departments.
 - (b) In the scientific and other cooperating departments in which engineering students receive instruction.
- III. Scholastic work of students.
- IV. Records of graduates both in graduate study and in practice.
- V. Attitude and policy of administration toward its engineering division and toward teaching, research, and scholarly production.

Quantitative criteria are listed as follows:

- I. Auspices, control, and organization of the institution and of the engineering division.
- II. Curricula offered and degrees conferred.
- III. Age of the institution and of the individual curricula.
- IV. Basis of and requirements for admission of students.
- V. Number of students enrolled.
 - (a) In the engineering college or division as a whole.
 - (b) In the individual curricula.
- VI. Graduation requirements.
- VII. Teaching staff and teaching loads.
- VIII. Physical facilities. The educational plant devoted to engineering education.
- IX. Finances: investments, expenditures, sources of income.

Final decision as to accrediting rests with the Engineers' Council for Professional Development.

It is expected that the first comprehensive stage of the program will be completed by June, 1937, and that the list of accredited curricula for all regions will be completed by October of that year. The present installment covers the New England states and Delaware, Maryland, New Jersey, New York, and Pennsylvania. For each of thirty-five institutions a list is given of the accredited curricula, and this is followed by a list giving under each curriculum the names of the institutions. In the remaining districts there are 109 institutions known to confer degrees in engineering, 61 of which had requested inspection before last September. Requests for information may be addressed to H. H. Henline, Secretary, Engineers' Council for Professional Development, 29 West 39th Street, New York, N. Y.

NATIONAL RESEARCH COUNCIL

The report of the Chairman of the Council to the Administrative Committee, dated October 3, reviews operations during the four months preceding. The total membership of the Council in its Executive Board and eleven divisions now numbers 240 persons, including 111 representatives of national societies, 38 of government departments and bureaus. The Research Information Service of the Council was discontinued as of June 30 on account of the necessity of reducing the budget. The purely library functions of the former service will be continued. Since 1929 the Council has received from the Rockefeller Foundation appropriations for grants in aid and for conferences totaling \$450,000. Grants have been made to 728 individuals and 52 conferences. Balances still available until the end of 1937 amount to about \$19,000.

C.R.B. EDUCATIONAL FOUNDATION, ANNUAL REPORT FOR 1935

The report just issued opens with a memorial to Emile Francqui, Honorary President of the Foundation, and includes an interesting review of the operations of the Foundation from its establishment.

The total number of American fellows in Belgium from 1920 to 1936 was 150, of whom 35 were in literature and philology, 26 in history. Belgian fellows in the United States during the same period numbered 447, including 129 in medical sciences, 84 in natural sciences, 119 in applied sciences, 92 in social sciences, and 25 in literature and philology.

Among the earlier fellows in the latter group is the present Prime Minister of Belgium, Paul Van Zeeland.

INTERNATIONAL TEXTBOOK REVISION

The resolution on history textbooks passed by the Council of the League of Nations on January 17 of this year has received all too little attention. By this action all governments including non-members of the League were requested to sign the following "Draft Declaration:"

"The Governments of ——, desirous of strengthening and developing the good relations uniting them with other countries, convinced that those relations will be further strengthened if the younger generation in every country is given a wider knowledge of the history of other nations, realizing the necessity of obviating the dangers that may arise through the tendentious presentation of certain historical events in school textbooks: Declare that they agree, each for its own part, upon the following principles:

"1. It is desirable that the attention of the competent authorities in every country, and of authors of school text-books, should be drawn

to the expediency: (a) of assigning as large a place as possible to the history of other nations; (b) of giving prominence, in the teaching of world history, to facts calculated to bring about a realization of the inter-dependence of nations.

"2. It is desirable that every Government should endeavour to ascertain by what means, more especially in connection with the choice of school-books, school children may be put on their guard against all such allegations and interpretations as might arouse unjust prejudices against other nations.

"3. It is desirable that, in every country, a committee composed of members of the teaching profession, including history teachers, should be set up by the National Committee on Intellectual Cooperation, where such exists, in collaboration with other qualified bodies. The committees so constituted would be empowered to cooperate among themselves, and it would in any case be their function to study the questions contemplated in the present declaration and to suggest solutions to the competent national authorities or organisations. They would, in particular, be empowered, should they think the revision of school textbooks necessary, to follow the procedure provided for in the resolution adopted on July 29th, 1925, by the International Committee on Intellectual Cooperation, on the proposal of M. Casares, the recommendations of which were confirmed and amplified in 1932 and 1933 by the International Committee on Intellectual Cooperation and approved by the Assembly of the League of Nations.

"4. The present declaration will be open for signature by States Members of the League of Nations and non-member States. It will be kept at the Secretariat of the League of Nations."

COMMITTEE NOTES AND REPORTS

TENURE IN THE UNIVERSITY OF ARIZONA

For several years the officers of the Association have been aware of friction and apparent insecurity of tenure in the University of Arizona. Many of the difficulties arose during the recent administration of President Homer L. Shantz because of readjustments necessitated by drastic cuts in legislative appropriations. It is plain, however, that some aspects of the difficulty antedated President Shantz' regime, and that his resignation as of June 30, 1936, has by no means ended the problem.

In April, 1936, the Association appointed an investigating committee consisting of Professor E. R. Hedrick (Mathematics) University of California (Los Angeles), Chairman; Professor V. G. Sorrell (Economics), University of New Mexico; and Professor W. R. Arthur (Law), University of Colorado. Professor Arthur was unfortunately prevented from accompanying the other members of the Committee when they visited the University of Arizona on April 18 and 19, 1936.

The members of the Committee who actually made the visit interviewed a substantial number of persons representing both the administration and the teaching staff of the University. Two specific dismissals, as well as the general situation, were subjects of inquiry. The investigators concluded that the dismissals had not been handled with entire correctness. Notification of action by the Board of Regents was tardily given, and the professors involved might reasonably have received a money adjustment. However, in view of the difficult financial situation, the investigating committee is not prepared unqualifiedly to condemn the procedure followed.

As to the general situation in the University, importance was attached by the investigators to the attitude represented in the following letter from a legal member of the Board of Regents to the secretary of the Board:

"I am in receipt of your letter of April 21, 1936, enclosing a copy of 'Academic Freedom and Tenure Agreements of 1925,' as promulgated by the American Association of University Professors. In your letter you stated that the Committee requests a statement from the Board of Regents of the University of Arizona.

"In reply to such said request, as one member of the Board of Regents, I find myself somewhat in sympathy with the general principles outlined in the Resolution entitled 'Academic Freedom and Tenure.' The Constitution of the State of Arizona and the Statutes, however, must govern my actions and vote as a member of the Board of Regents.

"The Supreme Court of the State of Arizona has spoken on this subject in the case of *William Stowe Devol vs. The Board of Regents of the University of Arizona* (6 Ariz. 259, 56 P 737). The Supreme Court held:

. . . When the legislative assembly gave the board of regents the power to hire and dismiss the employees, 'when, in the judgment of the board, the interests of the University require it,' they did not grant to the board the power to bind themselves, or to bind others who might be their successors on the board, by a contract different from that which was prescribed by the statute. They gave them no power to fix times of notice for the discharge of employees. If the board could fix such time at three months, to bind themselves or their successors, they could fix it at six months, or nine months, or a year, which would be in direct violation of the interests of the institution as the legislature had created it. One board of regents about going out of office, and desiring to extend a favor to those already employed by them, or desiring to place in the employment of the university some favorite, might pass a resolution that he could not be discharged with less than a year's notice; and, however much the succeeding members of the board might deem it to the best interests of the university to discharge the person so employed, they would be powerless to relieve the university, if a resolution of that nature were allowed to be of controlling effect upon the statute.

"I consider that the opinion of the Supreme Court is binding upon me as a member of the Board, and I shall be governed accordingly.

"I enclose a copy of this letter for transmittal to the Committee."

The investigators became satisfied that there is distinct unrest and fear in the faculty, and that the most obvious corrective step would be issuance by the Board of Regents of a reassuring statement as to their policy in matters of academic tenure. This view Professor Hedrick expressed as follows in a letter to the chairman of the Board of Regents:

"May I venture to put before you, and through you before the Board, our position regarding these matters? In the first place, I would beg you to believe that the Association of University Professors most emphatically does not wish to *injure* the University of Arizona. . . .

"What we do desire is to know what your policy is to be, and we feel that the whole body of professors in this country has some right, not to direct your affairs at all, but simply to be informed, since some of our members may be called to serve in your institution.

"It would be absurd also for us to question at all, or to seek to have changed, the laws of your State. We had learned the nature of these laws when we were in Tucson recently; and I may add that they are not fundamentally different from the laws in many other States. The letters from Messrs. McCluskey and Ellinwood state these laws clearly.

"The laws state the limits of power of your Board, and they are justly very broad. However, each one of us, in every contact with other human beings, in every phase of life, has to determine whether or not he shall go to the limit of the power that has been granted him under the laws. Each of us deals with other human beings. Shall we determine to treat our fellows to the limit of legal sanction?

"In every business, in every profession, there are recognized standards of treatment of fellow men, there are ethics of conduct, there are rules of procedure. It would be a sorry world if there were not. There is no business, there is no profession, in which such recognized standards, such ethical rules, do not soften somewhat the extreme limits of legal power. I venture to say that there is no member of your Board who does not have, in his own business, in his own profession, such guiding principles, such rules of conduct toward his fellow men, quite aside from those forced upon him by legal statutes.

"We adopt such rules of conduct ordinarily because we desire peace and contentment in those about us, even in our subordinates. No business, no profession, would be in a reasonable state of tranquility if each of its members had no rein other than some legal prohibition to force him to treat others in a considerate manner. Subordinates in every such business or profession would be uneasy, restless, and—what is most practical—very inefficient if executives felt no restraint of custom and of ethics aside from only law.

"It is then not that we expect or desire that you alter or disobey the laws of the State. But, in addition to the limits of power of your Board, certainly it may have just such rules of treatment of others, of subordinates; it may, in short, have *policies* of its own, within the law, declaring how much of its granted power it will use.

"If the establishment of such policies were to be an injury to your State or to your Institution, then certainly you should give us no heed. However, knowing as you do the effectiveness of such ethical standards in your own several businesses and professions, you cannot be surprised if I say that the establishment of reasonable policies in these matters will go far to *strengthen* your institution: you will be able to secure better men to fill positions; you will have a reign of peace and contentment on your campus; your men will do better work in their teaching and in their research if they have calm minds, and if they are not worried. There is something in the old saying that 'contented cows give more and better milk.'

"I trust that the expression of these views will not seem to you to constitute an impertinence: they concern both you and us. I trust they will not seem to threaten an injury to your institution, nor any real loss of power.

"Finally, may I say that we have no intention of doing anything whatever in a precipitate manner, or in any spirit of hostility. We shall at most assume to inform our members through our official journal of the actual facts, with no emotional atmosphere and with an effort to be judicial rather than prejudicial in all that we say. Indeed, if you and the President to be elected will permit us, we shall submit to you the detailed statements of fact, if we prepare such a statement, with an invitation to you to correct any errors in our statements in so far as facts are concerned. Certainly no fact will be stated to be a fact without adequate evidence.

"It is my lively hope that you and your Board may see in this presentation some ground for action of the type that has been suggested, and that you will come to realize that it is our intention to be of service rather than to interfere or to antagonize. I shall be most happy if, as a result of it, any published statement regarding your attitude toward tenure may turn out to be an entirely friendly and pleasant one."

After the despatch of this letter, Professor Hedrick received somewhat reassuring informal statements from two members of the Board, but neither he nor the Association has been advised of any definite formal vote or declaration upon the topic. Under the circumstances, it seems well to inform the members of the Association that doubt about the stability of tenure in the University of Arizona has not been removed.

Approved for publication by Carl Wittke as Chairman of the Committee on Academic Freedom and Tenure.

THE YOUNG COLLEGE INSTRUCTOR AND THE DEPRESSION

(The report of Committee Y on the Effect of Depression and Recovery on Higher Education will be issued some time after the first of the year. In analyzing its materials the Committee has given much thought to the problem of the younger staff men. The following statement represents a brief summary of some of the points that are involved. They are presented here in the hope that they will direct the attention of the chapters to this most important problem.)

The depression-recovery adjustments at the colleges and universities have tended to create problems involving the younger staff men that bear upon the future development and welfare of higher education. There is disconcerting evidence of a growing discontent among the younger staff men at the institutions of higher learning of this country. The data compiled by the Committee give some indication of what may lie behind this. A few of the facts are restated here to provide a background for discussion:

The aggregate employment for all ranks declined but slightly from the pre-depression peak to the low point of 1933-34 (2.7 per cent). The number of full professors remained almost constant, dipping 1.3 per cent in the lowest year. There was likewise stability during the depression years in the number of assistant professors, with a slight tendency to rise, that in 1935-36 led to an increase of 3.3 per cent over the base year. The aggregate number of associate professors increased every year in the depression, with one slight exception. Clearly, for the men in the upper ranks, depression did not bring widespread unemployment. In 1933-34, the year of maximum depression on the campuses, the aggregate number of associate and full professors was actually greater than in the base year of 1931-32, which was the pre-depression high point; and the number of full professors was only 1.3 per cent below the base year level. In contrast to this, the number of teachers with the rank of instructor declined 7.3 per cent to the lowest point, and in 1935-36 this was the only rank in which the aggregate numbers employed had not equalled or exceeded the previous maximum employment of the base year. These figures gain additional significance when it is remembered that at the time the instructors were being dropped, other aspiring young men and women were finding it impossible to enter the profession because the number of openings at the lowest level was being reduced.

It is also to be recalled that in general the data on promotions have indicated a blocking of advancement. There was still competition for the services of able young men, as the increases in the aggregate number of associate and assistant professors would seem to prove. It was individuals in the upper ranks, however, who benefited relatively most

through depression year promotions. At nearly 25 per cent of the institutions studied by the Committee general salaried promotions were not being made during the depression years. At institutions where salaried promotions were given, the proportion of instructors elevated to assistant professorships lagged behind elevations into the other ranks. Even when "dry raises" (promotions in rank without any increase in salary) were reported, the smallest number, relatively, is found involving the change in rank from instructor to assistant professor. The relative frequency of this type of promotion is directly related to rank. It is true that at the institutions where increases in salaries were granted without any change in rank, relatively more instructors were rewarded than staff members at other ranks. The absolute number in this case, however, is small, although it does indicate a consciousness of the problem of the younger men.

The relation between enrolment and financial data is also involved in the point under discussion. Whereas enrolments have achieved new high levels since the trough of the depression, income has lagged. The teaching burden has increased faster than the resources for carrying it. Under such circumstances the tendency is to employ young staff members whose services can be secured at a smaller cost than the services of men in the upper ranks. The employment figures gathered by the Committee show that this has been happening. Such an employment policy has two effects: (1) Whenever staff size increases faster than income that may be spent for instruction, the net result is a lowering or distortion of the general salary level. This is true even in prosperous times, and the point acquires double significance during the aftermath of a depression. If increases in revenue are used to employ instructors, the expansion at this rank serves to retard resumption of previous salary levels or salary increases for the entire staff. The augmenting of staff during the early stages of recovery may thus be a factor working against "recovery" in that the additions are an alternative to salary increases, salary restorations, or promotions.¹ Before pressing for staff increases, faculty members should consider the ultimate effect of their requests upon their own status and upon the general financial conditions of their institutions. (2) The expansion of faculties at the lower ranks also introduces a promotion problem by increasing the number of instructors in relation to upper staff men. This disbalance intensifies competition for advancement although the proportion of individuals in the lowest rank who receive it will be smaller.

The flat percentage reduction was employed in cutting salaries at about one-half of the colleges and universities studied. This method of

¹ It may be argued that this is a false alternative and that only by additions to staff can the enrollment load be carried. The point requires further and careful study before final judgment can be expressed.

reduction tends to bear more heavily upon the instructor than upon those in the ranks above him. The policy of failing to reappoint instructors as an economy measure, reflected in the employment figures already quoted, also enhanced the uncertainty of the younger men, and brought many of them to unemployment. The employment, promotion, and salary policies that prevailed during the depression years might well constitute underlying factors out of which, because of a sense of frustration and discouragement, symptoms of discontent could emerge. To these should also be added the additional fact that younger staff men ordinarily have the least opportunity to give voice to their feelings or opinions when the policies that are to affect them are being framed. They are not ordinarily represented on important faculty committees, in university senates and similar governing bodies, or at general faculty meetings. The validity of this description will vary from institution to institution, but on many campuses one can detect a feeling of antagonism on the part of the younger men toward those in the ranks above them, and toward administrative officers. The appearance of the Teachers Union movement at colleges and universities is one symptom of this; its support has come preponderantly from the younger men and women.

The depression raises the question of whether or not adequate consideration has been given to the men and women in the lowest ranks. There is much to suggest that it has not.

F. K. RICHTMYER, Cornell University, *Chairman*
MALCOLM M. WILLEY, University of Minnesota,
Director of Studies

REPORT OF COMMITTEE TO NOMINATE OFFICERS¹

According to By-Law No. 1, "at each annual meeting or promptly thereafter, the President shall appoint, by and with the advice and consent of the Council," a Nominating Committee which "shall seek advice from chapters or members of the Association" in advance of its meeting. In the present instance the committee was not selected until the end of April and the chairman was not informed concerning the full membership until the middle of May. By that time the approach of summer and the necessity of filing the report about October first made it impossible for the members to "seek advice" as they might have done had the appointments been made in January. It seemed possible only to take the nominations received on the formal ballots and otherwise for what they seemed to be worth and to attempt such correspondence as feasible during June, July, and August. Fortunately, the chairman was able during July to confer with Professors Ryden and Martin and others in advance of the meeting in Washington on August 29.

The formal ballots consisted of scattered votes except where the members of a certain chapter had become interested in voting for some colleague in the same or a neighboring chapter. Thus in Region I from a total of 71 ballots: 1 individual received 37 votes. In Region II from a total of 93 ballots: 1 individual received 36 votes. In Region III from a total of 151 ballots: 1 individual received 56 votes; 1 received 44 votes. The remainder were scattered (less than 8 each). The other Regions were much the same. Since all members of the Association had the same opportunity to make nominations individually or by conference with fellow members in a chapter, the committee felt that it should be prepared at the annual meeting to explain and defend its action where an individual receiving a considerable number of votes was not nominated. In most cases there seemed no reason for not nominating the individual receiving many votes and the committee proceeded accordingly. Regions I, II, VII, and X had one such individual; Regions III, V, and IX had two such individuals; Regions IV, VI, and VIII had none. The majority of the twenty nominees were thus selected from individuals who received few votes on the nominating ballots and a few were selected who received no vote on these ballots but seemed qualified for membership in the Council. The record of activity in the local chapter was one of the qualifications considered for all candidates, along with the "subject matter" represented in the past and present composition of the Council and the "types of institutions," as specified in the second paragraph of By-Law No. 1. Since only one from each pair of nominees will be elected it will be evident that the composition of the Council next

¹ The names presented by the Committee have been published in the November *Bulletin*, pp. 431-433.

January could be accurately determined only if each member of a pair represented the same subject matter and type of institution. In principle it seemed undesirable to renominate individuals who had formerly served on the Council and in the only case of such renomination the committee was not unanimous in its decision.

If we may comment upon the general problem of nominations in an organization of this sort and upon the present system, it is evident that our scattered membership will always present difficulties. Information in the central office must be drawn upon for matters of fact and because those in charge will inevitably know more concerning a larger number of possible nominees than any committee that is annually selected. The most satisfactory sources of opinion regarding the qualifications of individuals suggested for the Council would seem to be the member's colleagues in his institution and otherwise locally, and fellow members of national societies in which the individual is active. The former source of information would seem the more reliable and the more easily available. Suppose, when ballots are mailed to all members in January, there should be sent to the officers of chapters as well as to members along with the ballots a brief statement emphasizing the kind of individual likely to be effective. A Council member needs independence of judgment and tact as well as ability to deal with administrative problems. He should have a real interest in the Association and be willing to do his share of the work. The range of membership in the Association from the largest to the smallest institutions, and from the faithful and efficient teacher to the investigator of international reputation should be represented; but the Council should always contain a sufficient number of individuals of distinction in the profession. If each chapter could be stimulated to consider such qualifications and to prepare a list of those regarded as competent by a substantial number of the members, if this list could be filed in Washington for use by the nominating committee and revised year by year, and if the members were still free to submit individual ballots as at present, it seems to the present committee that selection of nominees could be more intelligently undertaken. Since continuity of policy is desirable and since the responsibility for such continuity should not rest entirely upon the Executive Committee of the Council, it is desirable that one member of each nominating committee become a member of the next succeeding committee as often the practice in recent years.

JAMES W. MARTIN
GEORGE H. RYDEN
WINTERTON C. CURTIS, *Chairman*

FACULTY PARTICIPATION IN ADMINISTRATION¹

There are some who are a little skeptical of the value of extensive faculty participation in university government. Therefore, I should like to state what seems to me to be its obvious advantage.

In the first place, administrators are not, in my opinion, the sole source of fruitful ideas. The work for which the institution exists is carried on by the faculty. The acquaintance of the faculty with that phase of the work is most intimate, and out of that intimacy, when combined with reflective thought, much that is good for the general advancement of the university may result. Administrators are comparatively out of contact with the actual work of the institution and hence are not in a position to see many of the serious problems and possibilities which arise in connection with instruction.

In the second place, the absence of faculty participation in administration tends to have a deadening effect on the professor. He is not so much a colleague in carrying on an important enterprise as he is a cog in a great machine. His status tends to differ little from that of an industrial or business worker. The attitude he tends to acquire is that the general welfare of the university is no concern of his, but rather it is his duty merely to carry on his routine tasks. This is deadly both to instruction and to scholarship. It tends to remove the incentive for him to pay any attention in his instruction to the larger aspects of his subject, such as its relation to other fields and its place in contemporary life. It is destructive of faculty morale and tends to convert what should be a dignified and worthy profession into a trade.

Now, having presented a picture of our situation as I see it, and I have no doubt there are many who will disagree with it in whole or in part, I should like to indicate what seem to me to be measures of a remedial nature.

In my opinion, the faculty should refrain from overconcentration on its routine tasks and should occupy itself with some study and meditation concerning university-wide problems and the formulation of general educational policies. Furthermore, the approach to these must be made in a serious manner and with responsibility, and not with the air of annoyance with which committee and faculty meetings are so commonly attended. Before the members of the faculty can hope to be anything remotely resembling a fellowship of scholars, they must be scholars, that is, they must consider their work in its larger intellectual aspects; and they must exhibit fellowship, that is, they must place the general welfare of the university first and not scramble for departmental advantage.

¹ Excerpt from an address recently delivered by a member at a faculty meeting of a state university, the program of which was arranged by the local chapter of the A.A.U.P. on invitation of the president of the university.

The administration, in its turn, should whole-heartedly show its willingness to accord to the faculty that measure of participation in general university government which the faculty, by its sense of responsibility, shows that it is willing and able to receive. The administration should attempt to find some means of establishing a closer intellectual contact with the rank and file of the faculty, and thus promote an interchange of ideas. Moreover, there are certain matters of personal concern to each individual faculty member. Participation in making decisions affecting these matters might serve as an excellent means of stimulating the faculty to a desire and willingness to take part in the consideration of broader university questions. The administration, therefore, might as a beginning extend to the faculty a voice in the formulation of policies in regard to such matters as salaries, promotions, tenure problems, and so on, in accordance with the recommendations of the Association of American Colleges.¹

Furthermore, in my opinion the administration should extend to the faculty a voice in the conduct of its routine tasks by democratizing departmental organization through constitutional provision. University departments as now conducted range from pure democracies to those in which members of the staff almost never participate in decisions on matters of any importance.

Also, if the university senate were reconstituted so as to contain a majority of elected members, it might be capable of developing into an institution with some vitality. As the senate is now constituted, of its fifty-one members, only sixteen, or less than one third, are elected by the faculty. Twenty-eight, or more than half, hold their senatorships *ex officio* by virtue of their administrative duties.

If these things were done, the faculty might acquire the hope that, eventually, as its capacity became apparent, it would achieve a real voice in the formulation of general policies, thus making it possible that this institution might some day become a university in fact as well as in name.

¹ *Bulletin of The Association of American Colleges*, vol. XXI, no. 1 (March, 1935) pp. 178, 179. Quoted in *Bulletin of the A.A.U.P.*, April, 1935, p. 319.

EDUCATIONAL DISCUSSION

THE UNIVERSITY TRADITION IN AMERICA¹

. . . The future of the university tradition in America depends on keeping a proper balance between the four essential ingredients—the advancement of learning, the liberal arts college, professional training, and a healthy student life. None must be neglected; no one must be allowed to predominate unduly. If this balance can be maintained, the universities of this country, privately endowed and publicly supported alike, will function both as instruments of higher education and as centers for developing a national culture worthy of this rich and powerful land.

Are we capable of evolving an American civilization commensurate with our opportunities? Surely this is the challenging question of the day. This is the question which transcends in importance even the most pressing demands of our troubled post-war period. Less than a century ago many people expressed grave doubts whether learning could be cultivated in a democracy. The last fifty years have proved them to be wrong. We can be proud of what has been accomplished in this republic, but only a start has been made. We must press on with all the earnestness and faith of those early settlers whose brave aspirations we honor by our ceremonies today.

A wave of anti-intellectualism is passing round the world. We see evidences of it on every hand, but it is no new phenomenon. Before Harvard was founded Bacon referred to the "objections concerning the dignity of learning which arise from ignorance, appearing sometimes in the zeal and jealousy of divines; sometimes in the severity and arrogancy of politicians; sometimes in the errors and imperfections of learned men themselves." With these sources of objections we are all familiar. But the anti-intellectualism of the present is in part a protest—a most ungrateful protest, to be sure—against the benefactions of the learned world. It expresses a rebellion against the very triumphs of applied science, against the machines from which we would not be separated and yet towards which we feel a deep resentment. It is the expression of our weariness as we see an ever-increasing wealth of new knowledge poured at our feet by the scholars of the arts and letters no less than by the scientists. Intellectual anarchy in our schools and colleges has been more or less rife for the better part of a hundred years. "Will it never end?" we are tempted to cry in despair.

To bring order out of an educational chaos is the mission of the liberal arts curriculum of our universities—that is why it is important that this

¹ From an address delivered at the Harvard Tercentenary celebration, Sept. 18, 1936.

ancient tradition be not overwhelmed. Those of us who have faith in human reason believe that in the next hundred years we can build an educational basis for a unified, coherent culture suited to a democratic country in a scientific age, no chauvinistic dogma, but a true national culture fully cognizant of the international character of learning. In this undertaking the schools are involved quite as much as the universities, but the latter must lead the way. The older educational discipline, whether we like it or not, was disrupted before any of us were born. It was based on the study of the classics and mathematics; it provided a common background which steadied the thinking of all educated men. We can not bring back this system if we would, but we must find its modern equivalent. Like our ancestors we must study the past, for "he who is ignorant of what occurred before he was born is always a child." In my opinion it is primarily the past development of our modern era which we must study and study most exhaustively and critically. We must examine the immediate origins of our political, economic, and cultural life and then work backwards. We must now, however, spread the inquiry over so wide a range that the average man will obtain only a superficial knowledge. It does not seem to me to be a step in the right direction to dip our children first in one barrel of tinted whitewash and then in another. The equivalent of the old classical discipline is not to be found in a bowing acquaintance with universal history and general science and an exposure to scattered examples of art and literature. Our present educational practice, which insists on the thorough study of at least one discipline, is certainly sound.

For the development of a national culture based on a study of the past, one condition is essential. This is absolute freedom of discussion, absolutely unmolested inquiry. We must have a spirit of tolerance which allows the expression of all opinions, however heretical they may appear. Since the seventeenth century this has been achieved in the realm of religion. It is no longer possible for some bigoted Protestant to object if any person within the universities or without expounds sympathetically the philosophy of St. Thomas Aquinas. It is no longer possible for a member of the Roman Catholic Church to take offense at a critical discussion of Galileo's trial. Statements believed to be erroneous are met openly and fairly by counter arguments. But there is no persecution; there has been an end to religious bigotry in this country, and there are no signs of its return.

Will the same conditions prevail in the future when political and economic problems are examined? Unfortunately there are ominous signs that a new form of bigotry may arise. This is most serious, for we can not develop the unifying educational forces we so sorely need unless all matters may be openly discussed. The origin of the Constitu-

tion, for example, the functioning of the three branches of the Federal Government, the forces of modern capitalism, must be dissected as fearlessly as the geologist examines the origin of the rocks. On this point there can be no compromise; we are either afraid of heresy or we are not. If we are afraid, there will be no adequate discussion of the genesis of our national life; the door will be shut to the development of a culture which will satisfy our needs.

JAMES BRYANT CONANT

School and Society, vol. xliv, no. 1135

UNIVERSITIES AND FREEDOM¹

. . . Universities require independence not merely for the successful fulfilment of their primary function as centers of research, but also in their public character as instruments of popular education. The whole system of public education is shaped and colored throughout by the methods and ideals of universities. If there be no true freedom in them, the virus of mental and moral uncertainty steals silently but surely throughout the whole extent of society. We may not wisely forget that liberty has been very recently gained.

The medieval tradition of an all-embracing orthodoxy died hard, if indeed it can be truthfully said even now to be indisputably dead. There are other and not less formidable enemies which in the circumstances of modern civilization are disclosing a menacing vigor and audacity. The intellectual resources of universities are impoverished when they must recruit their teachers and scholars under restrictions of arbitrary conditions imposed from without. Fanaticism is always indulged within the academic sphere at a heavy cost of intellectual impoverishment. Nature has no regard for the prejudices of churches, dynasties, classes, nations. Intellect, imagination, the will to study, the power to persevere, insight, patience, wisdom—the whole treasure of natural faculty—are distributed by the Creator without regard to the arbitrary divisions which history develops. . . .

The independence of universities ought to be jealously guarded by scholars, and still more by public opinion. A student's habit is not altogether favorable to the development of those stronger qualities of personal character, which make men trustworthy champions of their own franchises.

The professor in politics is the very synonym of hair-splitting verbosity. The very keenness of academic intelligence, and the very completeness of its culture, facilitate the creation of casuistries by which

¹ From a recent address broadcast from London, reported in *Talks*, publication of the Columbia Broadcasting System, for October, 1936.

the franchises of the mind may be surrendered to the forces of tyranny without conscious humiliation, and obscurantism may rear its sinister temple in the very citadel of light, and be tended by the hands of light's children.

Universities, like churches, are the fertile parasites of power, and the record of both, in our experience, does not favor the view that they can be safely entrusted with the wardship of the principles they profess.

Moreover the personal danger is aggravated by the conditions under which modern universities exist. The material plant, the scientific laboratories, machinery, lecture halls, and libraries have become so considerable and the multiplication of professors, readers, lecturers, and demonstrators has grown to be so great, that a modern university requires immense financial resources. In these circumstances, and in regard to the distribution of wealth in industrialized communities, it is no matter of surprise that a perilous dependence on private benefactors has developed. Universities, as educational institutions, are subjected to the relentless strain of unceasing competition, and driven to extensive advertising of their intellectual attractions. It needs no argument to show that out of this situation there grows a grave and waxing menace to academic independence.

Quite apart from any conscious or deliberate surrender of freedom, the balance of academic education can be unwholesomely affected by an allocation of private benefactions which makes responsible authorities subordinate deliberate judgment to the legitimate, but nonetheless properly irrelevant, preference of the generous donors.

Similarly, since the universities have become great centers of popular education and perforce organize their teaching in response to the requirements of the public, there is apparent danger that they should subordinate their own views of education to the practical necessity of attracting students. . . .

This is the end of the matter: Universities can not function efficiently if they are not genuinely free—alike in their external policy and in their internal economy. If in the difficult circumstances of the modern world they are to be genuinely free, they must organize their defenses against the aggression of enslaving forces—political and economic—for in their case, also, the price of liberty is eternal vigilance. And in this eventide when men love darkness rather than light, and surrender their franchise, political and intellectual, into the hands of despots, that price should be most fully and freely paid in the universities of those English-speaking nations where the immemorial heritage of freedom is still possessed.

THE LORD BISHOP OF DURHAM

COORDINATING THE PHYSICAL AND SOCIAL SCIENCES

The social scientists cannot, in my judgment, rightly be saddled with the sole responsibility for the wise human use of the results of the whole round of scientific research. I have, in fact, a haunting sense of unreality when I speak of the social sciences as a field apart from the physical sciences. As I run my eye over what the physical sciences have done to the lives of men, I am persuaded that physics, chemistry, and bacteriology are quite as social as sociology. There is danger in the distinction we have drawn between the social sciences and the physical sciences. A single responsibility has been split to the point where everybody's business has become nobody's business. Under the existing procedure of the sciences, society is not getting the benefit it might from either the social sciences or the physical sciences.

To date the researches of the physical scientists and the researches of the social scientists have been so segregate that the social scientists have had little more than the layman's knowledge of what the physical scientists were unearthing. And the physical scientists have been quite as insulated from the problems with which the social scientists were wrestling. The results of research in the physical sciences, as these results have been translated into action by the technologists, have been among the most important factors in producing the current phase of social instability, but the men who have produced these results in the first instance have, by and large, given little attention to their ultimate social impact. If their application wrought havoc, that was a problem to take sleep from the pillows of the social scientists! But, as research generally has been organized in these later years, the social scientists have entered the picture too late to do much about it, even if it were socially sound to hold them wholly responsible for the wise use of the results of research in the physical sciences.

It is imperative, I think, that our universities, research institutes, and industrial laboratories organize to insure an earlier consideration of the political, social, and economic effects of the discoveries of the physical scientist and industrial technologist. Under the research system to date, as I have indicated, the social scientists get into the game too late. They wait until the discoveries of the physical scientist and industrial technologist radically upset old social and economic arrangements and then come along as a kind of wrecking crew to clean up after the catastrophe and to suggest ways of preventing its recurrence. That has proved too costly a procedure. We must devise a method of continuous cooperation between the physical scientists and social scientists in all our research centers. The social scientists must be kept informed of what the physical scientists are up to, not after the physical scientists

have worked social and economic havoc with their discoveries but from the very beginning of their researches. . . .

If we can invent such a method of sustained cooperation between the physical scientists and the social scientists, we can shorten by at least a decade the lag between the swiftly changing processes and the slowly changing policies of our national life.

GLENN FRANK

Journal of Engineering Education, vol. xxvii, no. 1

CURRENT AIMS IN ENGINEERING EDUCATION¹

In response to your challenge to educators to give students the necessary "vision and flexible technical capacity," and to engineers to "co-operate in designing and accommodating mechanisms to absorb the shocks of the impact of science," I am sure you will be pleased to know that these are already matters to which progressive educators and engineers have been giving most earnest and constructive attention through their schools and professional organizations. To this end, for example, increasing emphasis is being placed upon fundamentals rather than specialties in undergraduate engineering education, and there has been a notable increase in attention to the study of economics and social science.

I cannot but wonder why your exhortation has been directed specifically toward engineers, for surely we would agree that similar breadth of knowledge and training is also urgently desirable among business leaders, economists, and politicians—as is also thorough training in fundamentals. For example, there is a tendency in some quarters to make science the major scapegoat of our social ills, from which social planners will rescue us. What are the facts?

Just before the advent of the machine age, social planners were devising resettlement projects and model industrial communities based upon a scheme to employ labor of all children above the age of four years. This was their best solution of the desperate struggle of the masses of the people for the bare necessities of life. Since that time science and engineering have so increased productive power that it has been possible for enlightened public leaders to inaugurate a great program of social security, including child labor laws, universal education, moderate hours of labor, pensions, insurance, and unemployment relief on a large scale. These are superimposed on an enormously improved general standard of comfort, health, and interest in living. Such achievements of science dwarf into insignificance the "social and economic dislocations" to which you refer, unfortunate as these are and much as these merit the attention which you recommend.

¹ An open letter in reply to a recent newspaper statement by President Roosevelt questioning whether the curricula of engineering schools are sufficiently balanced to give potential engineers vision and flexible technical capacity.

One significant fact is generally unrecognized by those who are chiefly impressed by the fact that science, through machine production, has displaced human labor. It is that such machines are, by and large, products of a relatively old branch of science, mechanics, whereas the present-day activities in science are principally in electricity, chemistry, metallurgy, biology, and such newer branches as lead to new knowledge, new products, new employment, improved health and material welfare.

There are two basic methods of dealing with "unemployment, bankruptcies" and other similar dislocations which you mention, one palliative and the other curative. Both may be needed. The former includes relief, emergency work, and regulations, and operates immediately; the latter aims at creation of new employment, new wealth, and new values, and is a longer range program. It is primarily to the latter that engineers and scientists are devoting their major attention, since both logic and past experiences demonstrate its social effectiveness, and since it can only be carried on through their type of knowledge and training. Quite properly and of necessity it is the first method which has been the chief concern of the government, since the emergency called for swift action.

We engineers and scientists, however, are disturbed lest the palliative measures be mistaken for the cure, and lest the attention and money devoted to relief and regulation should interfere with simultaneous adequate attention and support to the basic contributions which our sciences can certainly make if given a chance.

As illustrations of our cause for concern, and of the need for broader understanding by political leaders as well as engineers, I would respectfully refer to four events. (1) The engineering and scientific organizations of the country combined to urge that a small portion of the public works expenditures be devoted to research aimed at better designs and materials for public works for the future, in accordance with all enlightened industrial policy. (2) Your Science Advisory Board of prominent engineers and scientists recommended that attention be given to development of scientific knowledge on which can be built the new industries, so urgently desired by your administration to provide employment. (3) Various groups urged that the present efforts to aid the farmer be supplemented by a really adequate attempt to create new markets for farm products through discovery of new industrial uses for these products through research. None of these recommendations was acted upon. (4) Your letter to us calls attention of the public to the "dislocations" produced by science, and quite properly calls on us to try to cure them, but it does not indicate interest in the creative work and permanent values which engineers and scientists continue to regard as their chief contributions to social welfare.

My colleagues and I will do everything in our power to deal with the situations which you have called to our attention: reciprocally we most respectfully urge you and your colleagues in the government to put science to work more effectively for the national welfare, and to encourage its activities in all three of its principal settings—in governmental bureaus, in industry, and in educational institutions.

Since your letter was received through the press, it is evidently your desire to call these issues to the attention of the public generally. I assume, therefore, that there is no impropriety in my replying via the same route.

K. T. COMPTON

NOTES FROM PERIODICALS

School and Society

The issue of October 10 opens with a searching discussion by John Dewey at the Harvard Tercentenary Conference of "Authority and Resistance to Social Change." No summary or extract would be adequate to represent it and it is hardly practicable to reprint the entire address.

Science

The issue for September 25 contains a summary statement of the work of the National Research Council by F. R. Lillie, its retiring chairman. In connection with a statement about the National Research Fellowships he remarks:

"Other agencies have entered the field of post-doctorate training in the meantime; and there seems no reason to expect a decrease of opportunity for advanced study on the part of really gifted and enthusiastic candidates. The leading part played by the National Research Council may be expected to continue, though on a smaller scale. To have led the way in the development of this essential addition to the older plans for advanced training has been a much prized privilege of the National Research Council."

Other topics discussed in his report are Government Relations, Abstracting and Documentation of Scientific Literature, Integration of the Sciences, International Relations, and Central Purposes or Functions. The new chairman is Dr. Ludvig Hektoen of Chicago.

In the issue for October 30 is published a list of grants in aid for research by the American Academy of Arts and Sciences, aggregating somewhat more than \$3,000. Applications for such grants will be received until March 15, 1937, by the Committee on the Permanent Science Fund, Professor E. M. East, Harvard University, Chairman.

Educational Record

The October, 1936, issue opens with President Conant's oration at the Harvard Tercentenary, September 18.¹ The following article is an address by Dr. K. T. Compton before the National Industrial Conference Board on "Science in an American Program for Social Progress," in which he discusses science in government, science in industry, science in educational institutions. Under the first of these he says:

"During the two and a half years of its existence, terminating last

¹ See pp. 514-518.

December, I had the extraordinary opportunity to serve as chairman of the Science Advisory Board, under which, with its subcommittees, more than a hundred of the country's ablest scientists and engineers gave free and devoted service to the scientific interests of the government at the request of the President. Out of this experience I could draw a kaleidoscopic picture of the scientific work of the government: work of vast importance to the welfare of the country; staffed by an army of able scientists single-mindedly devoted to their respective jobs; financed by less than half of one per cent of the total governmental budget; replete with duplicating and uncoordinated effort; subject to the charge that many projects are started but few are ever stopped; with partisan loyalties to bureaus and departments continually blocking attempts at changes in organization even when there is no disagreement as to the improved efficiency that would thereby be gained; with almost no executive officers, more permanent than the current administration, to co-ordinate the various bureaus, direct their programs, and plan their futures; yet with sincere and often courageous concern on the part of department secretaries for the efficient working of the bureaus under their jurisdictions; and under all these conditions a surprisingly effective service—these are some of the facets of this kaleidoscopic picture. . . ."

In discussing science in industry, he refers to certain obstacles which must be met and overcome in any attempt to make science more effective in industry and through it more helpful to the public, mentioning in particular the obstinate conservatism of the hard-headed, practical business man, the type of control which focuses attention on the profits of the current year to practical exclusion of developing strength for the future, and the cost, delay, and uncertainty in the operations of our outmoded patent procedures, also the "increasing regulatory activities of the government for the stated objective of protecting the public, but sometimes in the nature of disastrous boomerangs. I believe that an increasing degree of regulation of business for protection of the public is a necessary accompaniment of increasing general complexity and competition. But this regulation should be benevolent and intelligent, two characteristics which are not as prevalent as they should be."

F. S. Beers of the University of Georgia discusses in considerable detail "The Human Side of This Testing Business." In a discussion of the Council at Work announcement is made of a grant of \$25,000 by the General Education Board for the continuation of the study of the relation of motion pictures to education, and of the appointment of Dean H. W. Holmes, Harvard, as a member of the important Committee on Problems and Plans in Education, in succession to Dr. C. H. Judd, Chicago.

Journal of Engineering Education

The September issue prints the presidential address, "The Spiritual Adjustment of the Engineering Student," by Dr. D. S. Anderson at the annual June meeting of the Society for Engineering Education. Extracts from the address of welcome by President Frank of the University of Wisconsin are published on pages 518-519 of the present issue of the *Bulletin*.

Of considerable general interest is the article by Dr. K. T. Compton, Chairman of the Committee on Engineering Schools of the Engineers' Council for Professional Development, on the "Accrediting of Engineering Schools."¹ It was recognized that the problem was one of accrediting curricula rather than institutions. While space is not available for a full description of the procedure, the following paragraphs may serve as a general outline:

"... In carrying out this work there have been two main objectives. The first objective set before us has been to draw up a list of accredited curricula. The second objective is a thing that has made me really enthusiastic about the job. It has been of the greatest possible help to the institutions which have been inspected. Continually throughout the discussions of the committees of inspection and that of the main committee later, there has been a consideration of all those points which, if brought to the attention of the administrative officers for action, would be helpful in increasing the effectiveness of the teaching program of the institution. In every case where improvements have seemed advisable, the administrative officers have been invited to ask for suggestions. In a great many instances the suggestions have been gratefully received and acted upon. . . .

"The reaction on the part of the institutions has been exceedingly gratifying. . . . There have been a great many expressions of gratitude over the way in which the matter has been handled and I hope that we will be able to proceed in the other regions with the same degree of co-operation from all points of view. I sincerely believe that this program is going to come out, not only with the accredited list for which we have such a decided need, but with a definite lift in the matter of engineering education, and a definite distribution among the institutions, particularly among the various administrative officers, of some of the best ideas in engineering education. . . ."

Nature

The twenty-four page supplement to the issue of September 12 is devoted to the proceedings of the British Association meeting at Blackpool, beginning with an important address by Sir Josiah Stamp as Presi-

¹ See pp. 499, 500.

dent of the Association on "The Impact of Science upon Society." In this he discusses impact as the point of continuous change, the question of responsibility, the scientific worker in the wider field, human aspects of changing industry, the "balance of innovation" and population, industrial disequilibrium, the charge for displaced labour, planning and its limitations, cultural lags in a dynamic society, the balance of physical and biological sciences, the new economics, and the science of man. The concluding paragraphs read:

"My predecessors have spoken of the shortcomings of the active world—to me they are but the fallings short of science. Wherever we look we discover that if we are to avoid trouble we must take trouble—scientific trouble. The duality which puts science and man's other activity in contrasted categories with disharmony to be resolved, gaps to be bridged, is unreal. We are simply beholding ever-extending science too rough round the edges as it grows.

"What we have learnt concerning the proper impact of science upon society in the past century is trifling, compared with what we have yet to discover and apply. We have spent much and long upon the science of matter, and the greater our success the greater must be our failure, unless we turn also at long last to an equal advance in the science of man."

Summaries follow of addresses of presidents of the various sections. That on education reads as follows:

"If we consider that the goal of education is the making of men and citizens, that body, character, and (in the widest sense) reason make the man, and need to be developed and trained, and that human beings cannot live intelligently in the world without some knowledge of literature, history, and science, then we must admit that in spite of great achievements during the past sixty years in elementary, secondary, technical and university education, we have not produced an educated nation. We have provided opportunities for the minority who attend secondary school and university. Most of the rest have had no regular instruction after they leave school at fourteen years, an age when education in the real sense is about to begin.

"To solve it, two principles, commonly ignored, must be observed. First, it is useless to teach a subject before the mind can digest it. A liberal education cannot be given at the age of fourteen, fifteen, or sixteen years. Secondly, the humanistic subjects—literature, history, and philosophy—cannot be properly appreciated without some experience of life. In this they are unlike physical science and mathematics, which need no such experience. But if these principles are sound, our problem will not be solved by raising the school age to fifteen years; indeed, even an education which stops at the age of seventeen or eighteen is quite in-

complete. Unless we are content to have a largely uneducated nation, we must establish part-time compulsory education to the age of eighteen years, and follow this up by adult education. Thus and thus only can we secure that the whole nation has a chance of being educated.

"The great successes of adult education in England are the Workers' Educational Association and the university extension movement. The former provided for the working-class intelligentsia, but left the masses untouched. If we are to reach them, we must develop a different, less academic, technique in adult education. In particular, we need to study the intellectual digestion of the average man (which is different from that of the intelligentsia), and also to develop the social, corporate element in education. On these points we can learn from the Danish folk high schools and from the women's institutes, both of which reach a class which our adult education has largely failed to touch.

"The future lies with adult education. Without it the masses will remain uneducated. But it is also needed for the 'educated classes,' and an attempt should be made at the universities to provide opportunities for regular study by professional men, civil servants, politicians, and others, whose systematic study and thinking is apt to end when they take their degree. Summer schools, doctors' 'refresher' courses, etc., are rudimentary forms of such study, which have evolutionary possibilities."

In the issue of October 3 a discussion on Cultural and Social Values of Science by Sir Richard Gregory, Lancelot Hogben, and Sir A. D. Hall at the British Association meeting includes the following observation: "But even education is not enough; men of science will have to organize to make their point of view prevail. This is alien to the temperaments of the leaders in the world of science. They want to remain in their laboratories and secrete knowledge without bothering about its purpose. To do so is to accept slavery."

Journal of the American Association of University Women

In the October issue an article by Dorothy Kenyon on "The Presidency of Mount Holyoke College" observes: "It is too late now to quarrel with what has happened at Mount Holyoke. Let us try instead to extend the principle. Let us urge that there be a judicious combination of men and women on the faculties of all universities, men's and women's alike; let us urge the principle of the best person for the job, regardless of the job's importance, regardless of the person's sex. In that way and in no other will opportunities for leadership become available to qualified women similar to those which the Mount Holyoke incident has temporarily taken away."

In a report on the International Federation meeting of August 25-30 at Cracow it is recalled that the basis for membership in the International Federation had been discussed at the previous Budapest meeting, with the adoption of the following resolution:

"Membership shall be open to National Federations or Associations of University Women whose aims are consistent with those of the International Federation of University Women, and which are approved by the Council. Only one Federation or Association in each country shall be approved. No Federation or Association shall be admitted or retained as a member of the International Federation of University Women which debars qualified university women from membership by reason of their race, religion, or political opinions."

The Conference voted to adopt a recommendation of the Council with regard to the serious problem of making provision for university women who have been dismissed from their posts on grounds of race, religion, or politics:

"The Council believes that the preservation of intellectual freedom is of the first importance to intellectual life, recalls that the chief aim of the Federation is to encourage understanding and friendship among university women, and recommends:

"(i) that the I.F.U.W. should ask its National Associations to extend the work they have already begun by inaugurating national units of a fund for their assistance;

"(ii) that the Treasurer of the I.F.U.W. should open an emergency fund for the same purpose;

"(iii) that the reports on the progress of the funds, on the use which has been made of them, and on other forms of assistance given, should be circulated to the National Associations at stated intervals."

School Life

In the issue for October, James F. Abel, Chief of the Comparative Education Division of the U. S. Office of Education, mentions the establishment of the new national University of Panama, an outgrowth of the National Institute of Panama, long recognized as one of the stronger institutions of Central America.

In a discussion of Higher Education Trends, Ella B. Ratcliffe of the Division of Higher Education states that while in 1900 there were 313 students for each hundred thousand of population, in 1934 there were 833. Students of college grade attending teachers' colleges and normal schools in 1900 numbered 91 for each hundred thousand of population, declining from 132 in 1932 to 108 in the next biennium. "Two factors are tending to decrease enrolments in teacher-training institutions at the

present time. First, the median tenure of teachers of all types is estimated to be nine years, whereas the average tenure in 1900 was estimated to be four years, so that the number of recruits each year is much less than formerly needed. Secondly, the increase in the number of elementary school teachers is now less than that of high-school teachers, and many high-school teachers receive their training in liberal arts colleges and universities.

"Although the increase in college enrolments has been marked, the percentage of high-school graduates entering college since 1900 has decreased. . . .

"The rise of the junior college has been an important factor in the increase of college students. No statistics on the junior college were collected by the Office of Education until 1918. In that year but 46 institutions, with a total enrolment of 4504, reported. The reports since that year show a steady increase in the number of these institutions up to 1931-32, when the number was 342, and the enrolment 85,063. The year 1933-34, however, showed a decrease of 20 in the number of junior colleges, and of 6583 in the enrolments of these institutions. . . .

"An interesting fact revealed by the statistics is the increasing number of women attending higher educational institutions. The ratio of men to women enrolled in all institutions of higher education combined is now approximately 3 to 2. In collegiate departments of universities, colleges, and professional schools it is about 7 to 6. . . .

"All of the enrolment figures given above relate to resident college students. . . .

"Reductions in the faculties of higher educational institutions during the biennium 1932-34 were slight in comparison with the decrease in enrolments for that period, being only 1.4 per cent for the resident instructional staff above secondary grade. This staff numbered 88,172 in 1931-32; in 1933-34 it numbered 86,914, a loss of 1258. Two thousand two hundred and fifty-one additional instructors were employed in secondary work and 1680 were dividing their time between secondary and college work. In collegiate departments alone the reduction in staff was but 0.6 of 1 per cent; in teachers' colleges and normal schools it was 8 per cent (for the regular session), and in preparatory departments it was 12 per cent. . . ."

Harpers Magazine

In the September issue the leading article by Gerald W. Johnson, entitled "The Bonus That Was Earned," makes vigorous comments on state laws compelling school children to salute the flag. Writing as a veteran who served overseas, he remarks: "To me the American flag is

worth saluting mainly because it is a national emblem that symbolizes no form of tyranny over the mind of man. If others refuse to salute it, that proves only that they are either unmannerly boors or else harbor some slightly crazy notions, neither explanation being of any importance whatsoever; but if their impoliteness goes unpunished, that proves something about the flag, something tremendously important, to wit, that it is no Gessler's cap stuck on a pole to which the slaves must bow, but 'a standard to which the wise and honest can repair' . . . God forbid that I should ever become such a boor as to fail to take off my hat when it passes by; but God forbid that I should ever hold it so lightly as to think it honored, instead of insulted, by forced salutes from those who do not love it."

LOCAL AND CHAPTER NOTES

CASE SCHOOL OF APPLIED SCIENCE, REPORT ON VISUAL EDUCATION

A valuable report has been prepared by a committee of the local chapter on the subject of visual education. In concise and comprehensive manner the committee surveys the varied practices with this technique now current at the institution and outlines constructively the uses to which it may be adapted. A general conclusion is thus stated: "The idea of visual education is now broadened to include many varied and yet systematic means of teaching a subject. It has received its earliest impetus in the grade and the secondary schools and has recently been the subject of discussion on the level of higher education. It bids fair to be much more than a fad and to make a much larger contribution than the use, for example, of the phonograph to teach language pronunciation.... As teachers we feel perhaps that this movement toward visual education is a fad, simply a device to supplement our classroom lectures or printed resources but your committee believes that we should approach it as a valuable teaching vehicle in itself. Instead of being valuable psychologically as a means of attracting attention merely or 'piecing out' our classroom lectures, it holds unused possibilities pedagogically as a direct method of imparting knowledge in more or less continuous process."

A limited number of copies of the report are available to members interested and may be secured from Professor Stanton L. Davis, Case School of Applied Science, Cleveland, Ohio.

UNIVERSITY OF FLORIDA, CODE OF ETHICS

Preamble—The University of Florida Chapter of the A.A.U.P. has developed this code of ethics in order that the aims of higher education may be realized more fully, that the welfare of the profession may be promoted, and that its members may be guided as to what is considered ethical and may bring to their professional relations high standards of conduct.

Article One—Relations to the Students and to the Community

Section 1.—The classroom is not the proper place for religious, political or personal propaganda. The professor should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his primary value as an instructor.

Section 2.—The professor should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

Section 3.—In instructional, administrative, and other relations with students, the professor should be impartial, just, and professional.

Section 4.—The professional relations of a professor with his student demand scrupulous guarding of confidential and official information.

Section 5.—A professor should not do, with or without pay, such work on a thesis or other report as is properly to be done by the student.

Article Two—Relations to the Profession

Section 1.—Members of the profession should dignify their calling in every way. They should encourage the ablest to enter it, and discourage those from entering who are not in sympathy with the higher ideals of the profession.

Section 2.—A professor should maintain his effectiveness and teaching skill by study, research, and by contact with local, state, and national professional and scientific organizations.

Section 3.—Although not limiting their services by reason of inadequate salary, professors should insist upon a salary scale suitable to their place in society.

Section 4.—A professor should not exploit his college, department, or himself by personally inspired press notices or advertisements, or by other unprofessional means.

Section 5.—A professor should not act as an agent, or accept a commission, royalty or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision.

Section 6.—A professor should not accept a commission or other compensation for helping another professor to secure or hold a position.

Article Three—Relations to Members of the Profession

Section 1.—A professor should avoid unkind criticism of other professors. However, it is unprofessional to fail to take cognizance of any matters which involve the best interests of the profession.

Section 2.—A professor should not interfere between another professor and a student in matters such as discipline or grades.

Section 3.—A professor should not take steps to secure a specific position unless a vacancy exists. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

Section 4.—Qualifications should be the sole determining factor in appointment or promotion. Professors should encourage and carefully nurture the professional growth of worthy educators by recommending promotion, either in their own or in other institutions. For professors in administrative capacity to fail to recommend a worthy

colleague for another position because they do not desire to lose his services is unethical.

Section 5.—Testimonials regarding a colleague should be frank, candid, and confidential.

Section 6.—It is unethical for a professor to attach his name to a paper or publication toward the preparation or gathering of material for which he has not contributed. It is also unethical to use information from research or other original work done by others, without due acknowledgment and proper credit being given to the person or persons concerned.

SKIDMORE COLLEGE, REGIONAL MEETING

A regional meeting was held on October 31 at Skidmore College, Saratoga Springs. After a tour of inspection of the New York State Spa and a tea in the afternoon, members and guests attended a dinner in the dining room of the college. The principal addresses of the evening meeting on the general topic of The Place of the Faculty in College Administration were made by Dean Margaret Bridgman, Skidmore College, and Professors Joseph Allen, City College, and Paul W. Ward, Syracuse University. In attendance were about 120 members representing twelve institutions.

COMMUNICATIONS

APPRECIATIONS

From a Dean in a State University:

I appreciate your letter of February 13 concerning membership in the American Association of University Professors. I want to say to you that I appreciate this invitation very much, and your Association is one which I have admired for a long time. I feel now, however, that I am no longer eligible for membership since more than half of my time is devoted to administrative work. This, of course, does not prevent my having a keen interest in the fine work that your Association is doing.

From a Member:

I must apologize for not writing you sooner regarding the outcome of my hearing before the Board of Regents.

I was very fairly treated at this hearing and am now convinced that their previous action was taken because of misunderstanding and possibly because I had been misrepresented to them in some way.

I appreciate greatly the promptness with which the Association responded to my appeal for help, and although the necessity for active assistance did not materialize the fact that it was available was a great help to me.

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and sixty-five Active and twenty-seven Junior members as follows:

University of Alabama, Otto H. Boesser; **Albany College**, Abe A. Groening; **Albion College**, Recmt E. Luebbers; **University of Arkansas**, Jeff Banks; **Ball State Teachers College**, Viletta Baker, Ernest L. Sabine; **Berea College**, Julia F. Allen, Lee F. Crippen; **Bethany College (West Virginia)**, Florence M. Hoagland; **Boston University**, Edward A. Post, Warren T. Powell, John M. Williams; **Brothers College**, John K. Benton, Louis C. Jordy; **University of Buffalo**, L. Halliday Meisburger; **Butler University**, Helen Cade, Don W. Sparks; **University of California**, Francis J. Carmody; **University of California (Los Angeles)**, Brainerd Dyer, Joseph A. Gengerelli, Laverna Lossing; **University of Chicago**, Maynard C. Krueger, Max Rheinstein; **University of Cincinnati**, Boris Podolsky; **The City College**, Jacob S. Orleans, Louis L. Snyder; **Colorado State College**, Eugene L. Bailes; **Colorado State College of Education**, Helen C. Davis; **Connecticut State College**, Charles H. W. Sedgewick; **Cornell University**, Clive M. McCay, Hans Platenius; **University of Delaware**, Andrew C. Bowdle; **Duke University**, Hertha D. E. Sponer; **Duquesne University**, George P. Faust; **Florida State College for Women**, Viola Graham; **Fordham University Graduate School**, George M. Glasgow; **George Peabody College for Teachers**, Alfred I. Roehm, Fremont P. Wirth; **Georgetown University**, William P. Argy, James A. Cahill, Robert P. Herwick; **Harris Teachers College**, Edith E. Glatfelter; **Harvard University**, J. Anton de Haas; **Hobart College**, L. Francis Kraus; **Hood College**, Lilah R. Gaut; **Howard University**, John P. Murchison, Doxey A. Wilkerson; **Hunter College**, Majorie Anderson, Adeline C. Bartlett, Auel M. Dingwall, Mary T. Harvey, Jean Lindsay, Nan L. Robert, Eugenie Scheiw, Agnes M. Small, Edward L. Smith, Caroline H. Stevens, Constance S. Veysey, Arthur L. Woehl; **University of Idaho**, Mabel W. Rentfro; **Illinois State Normal University**, Thelma Force, Harvey A. Peterson, Laura H. Pricer, Marion A. Taylor, Nell B. Waldron; **Illinois State Normal University (Southern)**, Susie E. Ogden, Mary M. Steagall; **Illinois State Teachers College (Eastern)**, Harris E. Phipps; **Iowa State College**, L. T. Brown, J. G. Hummel, Leland Mathis, John B. Peterson; **Iowa State Teachers College**, A. Ulric Moore; **Kansas State College**, Anna T. Agan, Ina F. Cowles, Helen W. Ford, Edward R. Frank, Ruth Hartman, N. W. Rockey, Fred A. Shannon, Charles R. Thompson; **Kansas State Teachers College (Pittsburg)**, Ora F. Grubbs, Ernest Mahan; **University of Kansas**, Alfred McC. Lee, II, F. P. Obrien, Walter R. Smith; **Knox College**, Merritt H. Moore; **Lincoln University (Missouri)**, Marcia E. Carty, James McMorries; **Louisiana State Normal College**, Leora Blair, Mamie I. Bowman, Martha Feltus, Mildred Kelly, C. G. Killen, Lilian G. McCook, Henry L. Prather, Charles C. Stroud; **Loyola University (Illinois)**, David H. Abel, John A. Zvetina; **Lynchburg College**, John L. Davis; **Marquette University**, Lyle W. Cooper; **Maryville College**, Robert L. Smith; **Miami University**, Gorton James; **Michigan State Normal College**, Margaret E. Sill; **Missouri State Teachers College (Central)**, Fred W. Calvert; **Missouri State Teachers College (Northwest)**, LaVerne E. Irvine, Elizabeth L. White; **Monmouth College**, Charles G. Goodrich, Garrett W. Thiessen; **State University of Montana**, Stanley M. Teel; **Mount Holyoke College**, Kathryn Stein; **Nebraska State Teachers College (Wayne)**, Arlie Sutherland; **Nebraska Wesleyan University**, John Roberts; **University of New Mexico**, Donald D. Brand, William Hume, II; **New York University**, Lillian H. Hornstein, Rudolf M. Riefstahl;

Northwestern University, Howard A. Lane, Olaf M. Jordahl; **North Carolina State College**, Monroe E. Gardner, Glenn O. Randall; **Ohio State University**, Daisy Davis; **Ohio University**, Genevieve Apgar, John R. Gentry, Charles R. Kinison, Olin D. Morrison; **Park College**, Elsa Grueneberg; **Pennsylvania State Teachers College (Mansfield)**, Henry W. Olson; **Pennsylvania State College**, Roger D. Reid; **Princeton University**, Wilbur S. Howell, W. B. C. Watkins; **Purdue University**, R. Norris Shreve; **University of Rochester**, Merle Spurrier; **Rutgers University**, George E. Diller; **St. Louis University**, James A. Kleist; **St. Mary College**, Catherine P. Bradshaw, Sister Ann Elizabeth; **Scripps College**, Henry P. Eames, Millard Sheets; **Skidmore College**, Edith McCrea; **Smith College**, George O. Cooper; **University of the South**, John M. S. McDonald; **University of Southern California**, Tema S. Clare; **Stanford University**, Harold W. Bradley; **Syracuse University**, Albert L. Elder; **University of Tennessee**, Gordon M. Bentley; **Texas State Teachers College (North)**, Harold Brenholtz; **Texas State College for Women**, Lillian E. Benson; **Vassar College**, Elizabeth H. Zorb, Jean B. Rowley, Geneve Drinkwater, Joseph K. Folsom, Florence B. Lovell, John McAndrew, Ruth C. Mackaye; **Medical College of Virginia**, Thanning W. Andersen; **West Virginia University**, Robert C. Patterson; **Central Y.M.C.A. College**, Sherman W. Brown, F. Roger Dunn, Oscar W. Junek, Wayne A. R. Leys, William E. Sloat, Raymond A. Smith, Frank G. Spencer, Daniel C. Taylor.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

Colgate University, Herman A. Brautigam, Everett Cox; **Cornell College**, Russell M. Cooper; **Culver-Stockton College**, John Welker; **Emory University**, Charles E. Brown; **Franklin College**, Robert A. Halliburton; **Iowa State College**, Margaret G. Reid; **Louisiana State University**, Martin L. Riley; **Newark College of Engineering**, David E. Davis; **University of Oklahoma**, P. W. Harsh; **Pennsylvania State College**, C. H. Graves, Alfred G. Pundt; **Phillips University**, Elmer L. Lucas; **Queens-Chicora College**, Mary H. Inglis; **Wheaton College**, Katharine B. Neilson; **Williams College**, Lawrence W. Beals, John W. Miller; **University of Wyoming**, Deane F. Smith.

JUNIOR MEMBERS ELECTED

University of Akron, Ross Stagner; **University of Arkansas**, George Hunsberger; **Boston University**, Eleanor R. Moseley; **Brothers College**, Paul K. Keene, A. Stanley Trickett; **Catholic University of America**, William J. Roach; **Duquesne University**, Noel E. Foss; **Elmhurst College**, Herman J. Sander; **Harvard University**, Warren C. Seylert; **Iowa State College**, William J. Wilkinson; **Kansas State College**, R. R. Lashbrook; **Louisiana State University**, Frances Vardemian; **University of Michigan**, Frederic G. Cassidy; **Missouri State Teachers College (Northwest)**, Alphonse A. Gailewicz; **State University of Montana**, George Yphantis; **University of New Mexico**, Herbert L. Jones; **New York State College for Teachers**, William G. Hardy; **Northwestern University**, George Axtelle, Arthur R. Sayer, Eldridge T. McSwain; **Ohio State University**, Mabel A. Dickson; **Pennsylvania State College**, Louis H. Bell; **South Dakota School of Mines**, Roy H. Cook; **Not in University Connection**, Gurney W. Clemens (Ph.D., Johns Hopkins), Oneonta, N. Y.; Helen McNeil (candidate, Ph.D., Chicago), Philadelphia, Pa.; **George W. Patterson, III (M.A., Columbia)**, Vergennes, Vt.; **Reginald C. Reindorp (M.A., New Mexico)**, El Rito, N. Mex.

NOMINATIONS FOR MEMBERSHIP

The following eighty-three nominations for Active membership and sixty nominations for Junior membership are printed as provided under Article IV of the Constitution. Objections to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before January 25, 1937.

The primary purpose of this provision is to bring to the attention of the Committee any question concerning the technical eligibility of nominees under the provision of the Constitution affecting membership, namely: "Active members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the three-year requirement." "Junior members shall be graduate students or persons eligible for nomination as Active members except in length of service."

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

ACTIVE NOMINATIONS

Errett C. Albritton (Physiology), George Washington

Thomas G. Andrews (Geology), Alabama

A. H. Armbruster (Finance), Ohio

Richard L. Barrett (Geology, Mineralogy), Case

John H. Bateman (Engineering), Louisiana State

Julian M. Blair (Physics), Colorado

J. W. Blincoe (Mathematics), Virginia

Paul J. Boesen (Latin), Georgia State for Women

Sidney Born (Petroleum), Tulsa

Clayton W. Botkin (Chemistry), New Mexico State

Agnes M. Brady (Spanish), St. Mary-of-the-Woods

Roberts C. Bullock (Mathematics), North Carolina State

John W. Cell (Mathematics), North Carolina State

Arlan R. Coolidge (Music), Brown

Charles Correll (History), Kansas State

Frederick H. Crabtree (Civil Engineering), Tufts

James R. Cudworth (Mining Engineering), Alabama

D. Barton DeLoach (Business Administration, Economics), Oregon State

Arthur DeLozier (French, Spanish), Ashland

Herbert R. Dieterich (Education), Missouri State Teachers (Northwest)

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

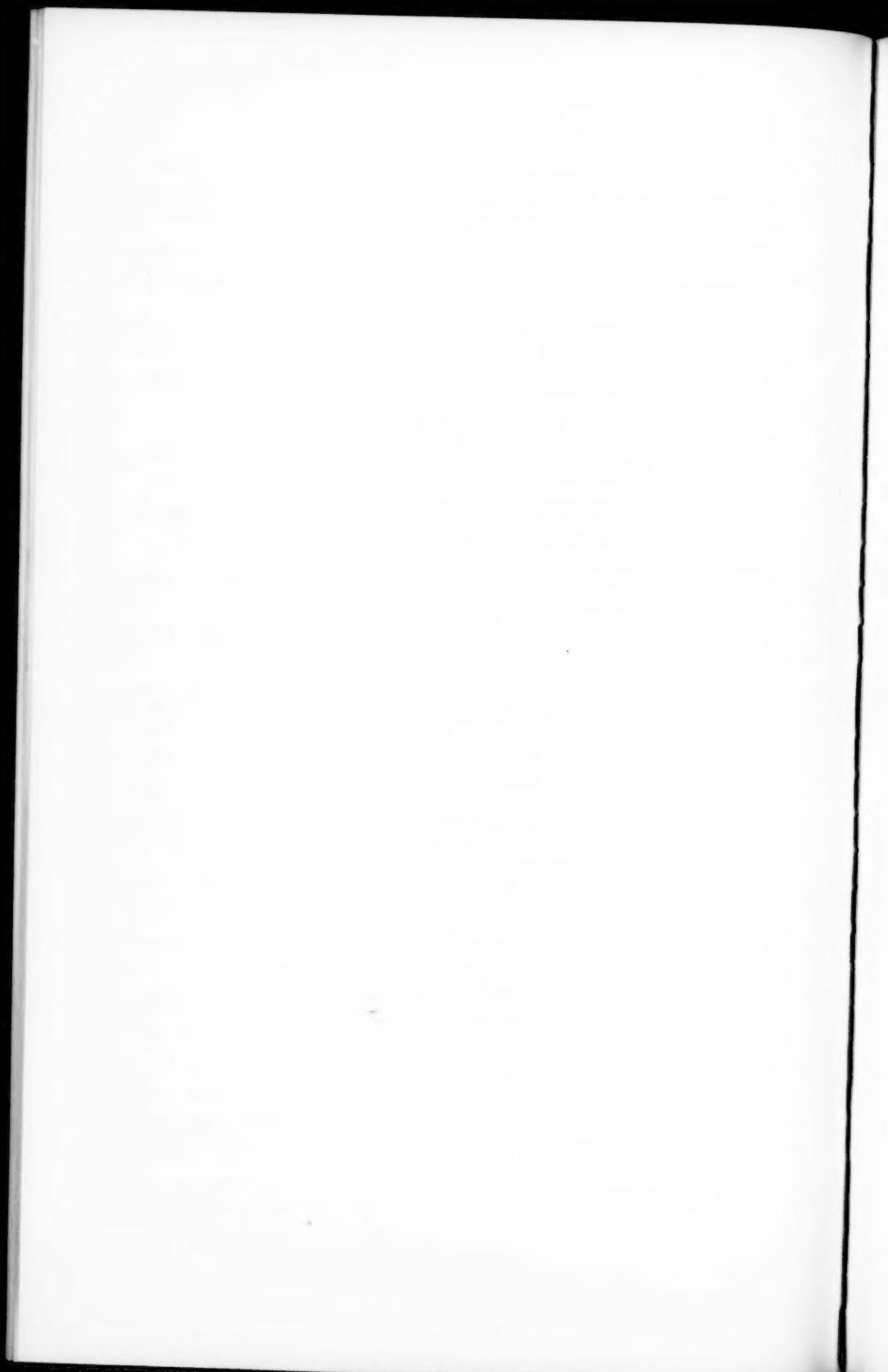
C. L. Dow (Geography, Geology), Ohio
John H. Ferguson (Physiology, Pharmacology), Alabama
E. V. Floyd (Physics), Kansas State
Ilse Forest (Education), Bryn Mawr
Leonard S. Fosdick (Chemistry), Northwestern
William A. Francis (English), Texas College of Arts and Industries
George Gemmell (Extension Education), Kansas State
George D. Grice (Sociology), Charleston
Gertrude Günther (German), Boston
Irene S. Hall (Nutrition), Oregon State
Sarah Hatcher (Physical Education), Ohio
Joseph C. Hayes (German), Alabama
Clement L. Henshaw (Physics), Colgate
William H. Herbert (Physical Welfare), Ohio
Jack E. Hewitt (Physical Education), Oregon State
Roger W. Holmes (Philosophy), Mount Holyoke
O. W. Hoop (History, Political Science), Tulsa
Herbert H. Jasper (Psychology), Brown
Edward C. Jones (Engineering), Kansas State
Welta M. Kelley (Social Work), St. Louis
William H. Kirchner, Jr. (English), Ohio
Kathrine Koller (English), Bryn Mawr
Marcy T. Lewellen (Mechanical Engineering), New Mexico State
Eleanor Luse (Speech), Wells
John Major (English), Pennsylvania State
Carle H. Malone (Modern Languages), Wyoming
J. Robert Manning (Business Administration), Texas College of Arts and Industries
Charles A. Marlies (Chemical Engineering), City (New York)
Azalea E. Martin (Education), Lincoln (Missouri)
Marion Mattern (Physical Education), California (Los Angeles)
Herbert N. Massey (Sociology), Georgia State for Women
Henry H. Meyer (Religious Education), Boston
Elmer B. Mode (Mathematics), Boston
Henrietta Morris (Hygiene), Oregon State
Lurana B. Morris (Art), Ohio
Jason J. Nassau (Astronomy), Case
Leo B. Norris (Medicine), Georgetown
Thomas J. Parmley (Physics), Utah
Cedric L. Porter (Botany), Wyoming
John H. Prime (Finance), New York
Elton L. Quinn (Chemistry), Utah
Paul K. Rees (Mathematics), New Mexico State
Helen H. Roach (Music), Ohio
Richard Robinson (Philosophy), Cornell
Luke B. Shires (Chemical Engineering), New Mexico State
E. Roscoe Sleight (Mathematics), Albion
R. H. Snitz (Industrial Arts), Indiana State Teachers
Ruth Stroud (English), Illinois State Normal
Ellen B. Sullivan (Psychology), California (Los Angeles)
Marianne Thalmann (German), Wellesley
Sherrod Towns (Music), Louisiana State
Joseph Trepp (Physical Welfare) Ohio

George Tyler (Classics), Wells
Lawrence B. Wallis (English), Mount Holyoke
Richard J. Weber (Biology), Georgetown
Francis W. Weitzmann (English), Wyoming
Wilfred A. Welter (Biology), Morehead State Teachers
Thomas A. White (Agricultural Education), Texas College of Arts and Industries
C. E. Williams (History), Alabama
G. M. Wilson (Education), Boston
Irene E. Witham (Music), Ohio
Mary K. Woodworth (English), Bryn Mawr
Isabelle M. Work (Art), Ohio

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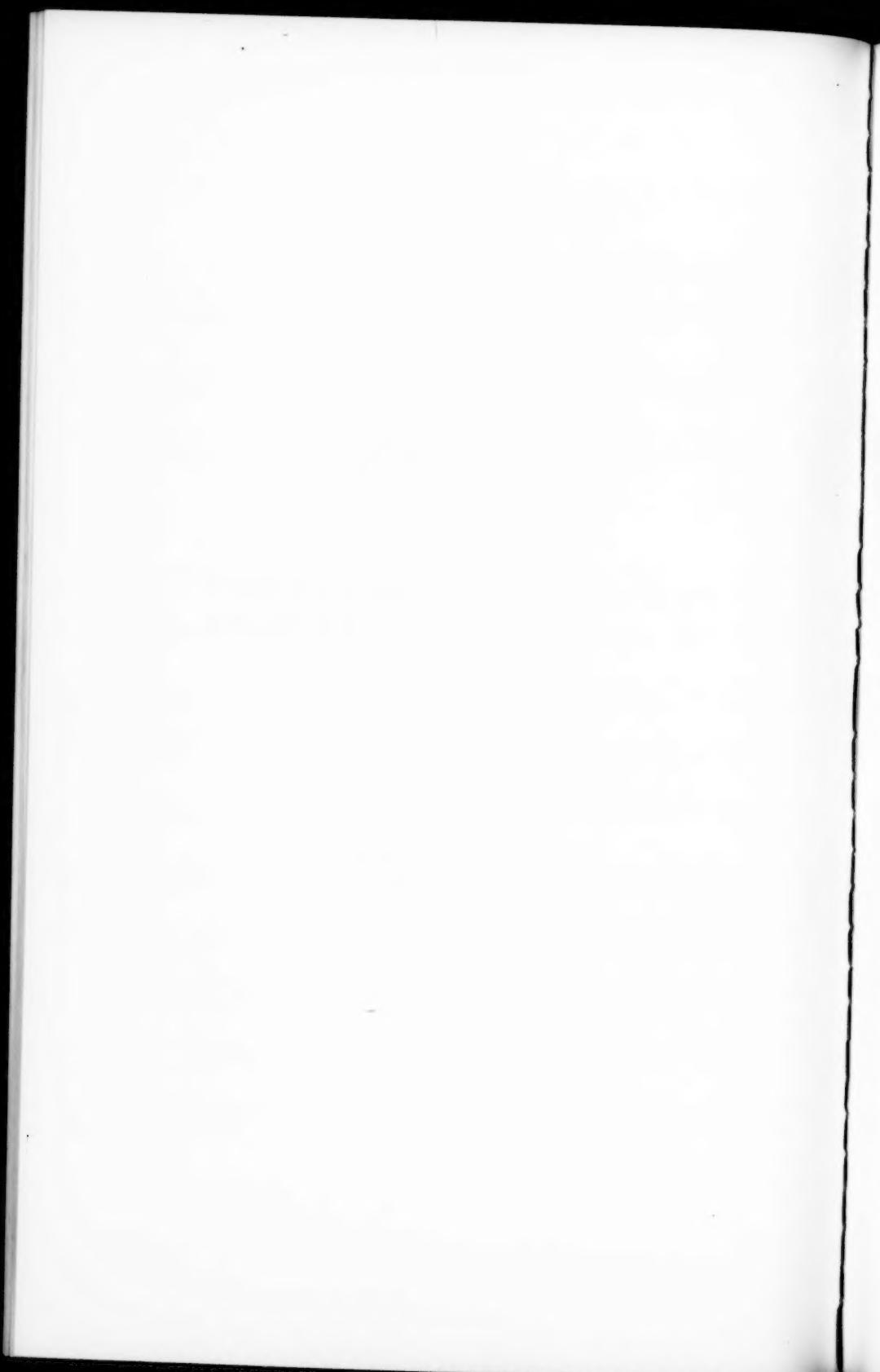
Frank J. Amador, Jr. (Electrical Engineering), New Mexico State
Reamer W. Argo (Military Science and Tactics), Delaware
Archie J. Bahm (Philosophy, Sociology), Texas Technological
Harold A. Baker (Marketing), Miami
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John A. Bird (Journalism), Kansas State
Robert D. Bowden (Sociology), Illinois State Normal
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Emmett Bradley (English), Morehead State Teachers
Alma E. Brown (Physical Education), Ohio
Lawrence E. Brown (Physics, Mathematics), Texas College of Arts and Industries
Esther Carpenter (Zoology), Smith
Fred J. Clark (Mechanical Engineering), New Mexico State
Gerhard A. Cook (Chemistry), Case
Phyllis Cook (Biology), Pennsylvania College for Women
May F. Cornelius (Home Economics), Georgia State for Women
Clyde B. Crawley (Physics), Alabama
William D. Crozier (Mathematics, Physics), Rose Polytechnic
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John P. Emery (English), Ohio
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Wilbert L. Hindman (Political Science), Colgate
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Laura M. Johnson (English), Nebraska
Malcolm B. Jones (Spanish, French), Harvard
Alfred Larson (History), Wyoming
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John W. Morgan (Social Science), Georgia State for Women
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While the Association has recently voted to suspend its Appointment Service as a measure of economy under seemingly unfavorable conditions, the *Bulletin* is glad to render service to appointing officers and members by continuing the publication of the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. In the case of announcements of vacancies, it is optional with the appointing officer to publish the address in the announcement or to use a key number as heretofore. In the latter case members interested may forward their applications through headquarters. In case of teachers available an address may be included in the announcement or appointing officers may communicate with members through headquarters.

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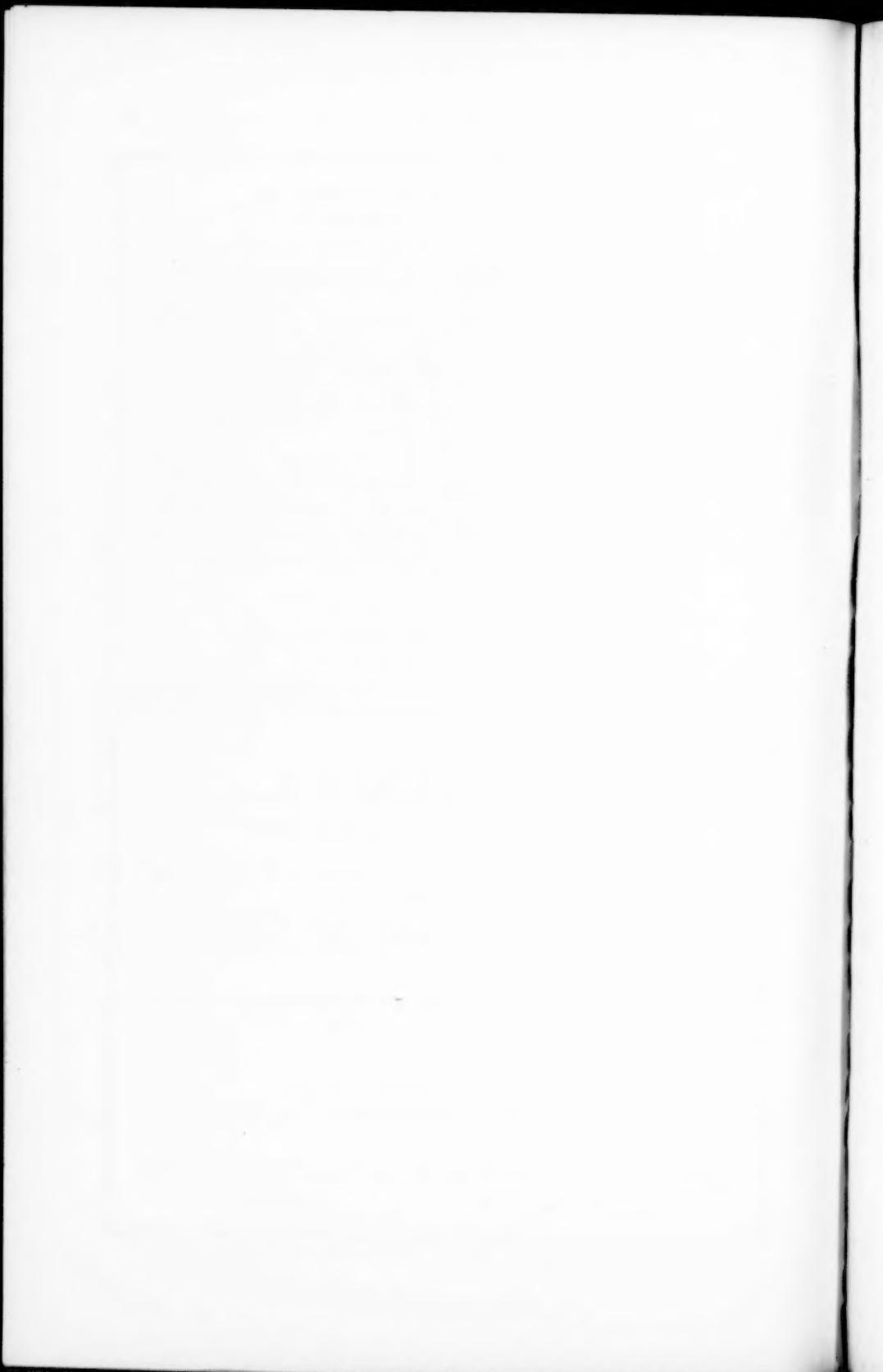
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